



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

mentary courses. The Department of Agriculture has found that the running out of soil is not due to the plants using up all the available phosphates and nitrates but to excreted products of the root system, which act as toxins to the growing plants.

BIOLOGY IN THE SECONDARY SCHOOLS OF THE CENTRAL STATES

OSCAR RIDDLE

Department of Zoölogy and Experimental Therapeutics, The University of Chicago

Secondary education is in a chaotic and unsatisfactory condition. The present curriculum is of mediaeval origin, and fitted more nearly to the needs and possibilities of the education of the leisure classes of the Middle Ages than to the requirements of the productive individual of the present day.

A new course of study which shall freely recognize the life-interests and activities of the modern citizen, and which shall take the results of scientific discovery of the past one hundred years into large account is demanded.

This radical change in our educational programme is of extreme importance from many points of view; it can be brought about only through a stiff fight with established customs, prejudice, and self-interests. The science teachers of our secondary schools are, for several reasons, the ones who must make this fight.